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ABSTRACT

The guide is intended to introduce education professionals and interested groups to government resources and provide strategies for obtaining information on bilingualism and education in the United States. It consists primarily of annotated listings of federal government publications, but also includes some state and international resources. An introductory section gives information on how to use the guide and background information about bilingual education and related terminology. The resource listings are presented in these categories: legislative sources (congressional committee, bills and laws of Congress, and General Accounting Office documents), executive sources (President, Code of Federal Regulations, and departments and agencies), New York State documents, international sources, journals, on-line databases, audiovisual materials, and selected references. Suggested terms for index searching are listed. Appended materials include the text of the Bilingual Education Act; addresses of evaluation, dissemination, and assessment centers; an excerpt from an encyclopedia of governmental advisory organizations; other resource organizations; and sources of related bibliographies. (MSE)

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Bilingualism and Education in the United States

A Resource Guide

Prepared by

Joan Leonard Karski
IST 607 - Governments and Information
June 29, 1987

FL016987

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Introduction

I. Purpose of the Guide

This information source is intended to introduce education professionals and interested groups to government resources and to provide a framework for obtaining information on bilingualism and education in the United States. The resource guide allows the user to examine bilingualism and provides guidelines to sources of explicit information about ways in which language minority students may be helped to nurture and sustain their first language while acquiring a language of wider communication -- English.

The guide is not meant to be an exhaustive bibliography. It serves as a starting point for those interested in learning more about bilingualism and its roots in this country's educational system in general. It also includes references to more recent scientific studies on bilingual education and so might be used as a foundation for more in-depth research in this area.

As an information source, this project mainly concerns federal documents; however, a few state and international resources are included for balanced coverage. Several of the publications here are published by the United States Government Printing Office (GPO), the organization responsible for the printing and binding services required by Congress and the various government departments and agencies.[1] Commercially

published sources included in this resource guide are distinguished from government publications by an asterisk (*).

Annotations accompany the specific citation(s) under a given type of information resource. Annotations are not provided for other key sources, but the Library of Congress classification number is given when possible to help the user locate reference sources.

II. Client

This guide is addressed to education professionals and interested groups such as Parent Teacher Associations.

School faculty, administrators, and district school board members may find this bibliography of government resources helpful when establishing programs on bilingual education or evaluating existing ones.

School districts exist to serve the educational needs of the local community, and when one of these needs is bilingual education, parents and support groups should take an active role in asking that it be provided for their children. Parents, an important voice in their community, may use this resource guide as an aid to information on their children's educational needs.

Because the sources listed are intended to meet specific and technical information needs as well as the need for general dissemination, the language of the articles ranges from the technical to the popular.

III. About Government Information

The purpose of a government publication is to inform or to answer questions. A government document is any publication that is printed at government expense or published by authority of a governmental body.[2]

Documents may be considered in terms of issuing agencies: the legislative, judiciary, and executive branches, which include many departments and agencies.

With respect to use, the documents may be classified as 1) records of government administration; 2) research documents for specialists, including statistics and data of value to science and business; and 3) popular sources of information.[3] The physical form may be a book, pamphlet, magazine, report, monograph, or microform.

A point of interest to users of this guide is that government publications are not copyrighted, and so they may legally be photocopied.

The following is a selective list of preliminary sources for the user's background reading on the topics of government information and processes.

*Kochen, Manfred. "Information and Society." ARIST 18 (1983), pp. 277-304.

*Morehead, Joe. Introduction to United States Public Documents. 3rd ed. Littleton, Colorado: Libraries Unlimited, Inc., 1983.

*Smith, Jean. "Information: Public or Private?" Special Libraries 75 (October 1984), pp. 275-282.

U.S. Congress. House. How Our Laws Are Made. Washington, D.C.: U.S. Government Printing Office, 1980.

IV. Obtaining the Publications

This guide is designed with the idea that users will avail themselves of the selective depository collection at Bird Library, Syracuse University, Syracuse, New York where all sources contained here are readily available. The user may visit another depository library, a library designated to receive federal documents. Items not available at the

library may be requested through interlibrary loan.

Documents listed here may be purchased from the Superintendent of Documents by writing or phoning:

Office of the Superintendent of Documents
U.S. Government Printing Office
North Capitol and H Streets NW
Washington, D.C. 20401
(202) 275-2051

Stock numbers, titles, and prepayment are necessary. The Monthly Catalog contains sample ordering forms.

Publications are also available from the issuing agency.

Price listings in general are not included in this bibliography since all sources, as mentioned, are available at Bird Library; however, prices may be obtained by using Publications Reference File (PRF) found at that library in microfiche.

V. Sample Entry

a → ED 1. 310/2: 257 315
b → Social Class and Bilingual Education: Issues and Contradictions.
c → Robert L. Politzer. Washington, D.C.: Office of Bilingual ← d
Education and Minority Languages and Affairs (ED), 1981.
e → (Bilingual Education Series 5)
annotation:
f → Issues concerning bilingual education are discussed, with a focus on the effect of social class on educational outcomes.

a. Superintendent of Documents (SuDoc) classification number (When a source is not classified by SuDoc number, the Bird Library reference number and/or location is given.)

b. Title

c. Statement of responsibility (author statement)

d. Imprint (place of publication, issuing agency, date of issue)

e. Series statement (series title and number)

f. Annotation (brief description of publication's content)

VI. Abbreviations Explained

ED	Department of Education
ed.	Edition
EP	English Proficient
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
FY	Fiscal Year
GAO	General Accounting Office
GPO	Government Printing Office
H.R.	House of Representatives Bill
LEP	Limited English Proficient
NIE	National Institute of Education
P.L.	Public Law
Pt.	Part
S.	Senate Bill
S.J. Res.	Senate Joint Resolution
SuDoc	Superintendent of Documents

Background

I. Definition of the Topic

The ability to speak or write two languages well is called bilingualism. Bilingual education is the use of two or more languages for teaching. In the United States where English is considered the national language, students from minority groups, such as Asian Americans and Hispanic Americans, may be disadvantaged in school because their native language is not English. Bilingual education enables them to learn basic subjects partly in their own language and partly in English. They also study English as a second language. The bilingual teaching continues for several years, until the students know enough English to succeed in English-speaking classes. About $150 million in federal funds are available yearly for these types of programs, called transitional bilingual education.[4]

Among the five million children involved in more than 500 bilingual education programs are Spanish-speaking Puerto Ricans and Cubans in the East; Orientals and Chicanos in the West; French- and Portuguese-speaking children in New England; American Indians, mainly in the Southwest; Aleuts and Eskimos in Alaska; and concentrations of ethnic groups across the country.[5]

Millions of immigrants who arrived in the United States after 1820 needed to learn English in order to make economic and social adjustments to the way the majority of the population lived. In this country, public bilingual education began during the 1840's in Cincinnati, New York City, and other cities. A new interest in such education developed in

the 1960's with the civil rights movement, which resulted in new efforts to protect minority rights.

The federal government's direct involvement with bilingual education began with the enactment of the Bilingual Education Act of 1968 which recognized the right of students to be taught in their native language and provided federal aid for bilingual instruction. The act was reauthorized in 1974, when the Supreme Court ruled in Lau v. Nichols that public schools must provide specially designed programs for students who speak little or no English.[6] The Bilingual Education Act was reauthorized again in 1978 and later the legislation became known as the Bilingual Education Act of the Education Amendments of 1984 (P.L. 98-511).

Recent research contradicts the criticisms that bilingual education separates minority groups from the rest of society or slows a student's transition to speaking, writing, and reading. Bilingualism is a way of life, a social and linguistic circumstance to be accepted, drawn on, nurtured, and cherished; it is not a problem, a difficulty, a deficit to be overcome.[7] The time has come for bilingual education to be regarded in the United States as a form of enrichment education.

II. Terms Used in Bilingual Education[8]

Bilingualism	This refers to the ability to use two languages for communication. A balanced bilingual person is one who can use both languages equally well. Most bilingual persons prefer one language or the other in certain situations.
Code Switching	This term describes what occurs when a bilingual person changes from one language to the other during a conversation with other bilingual persons. A bilingual person is thus often able to choose the best language for a certain topic or situation.

English Acronyms	The following acronyms refer to the teaching of English as a new language. ---- EFL -- English as a Foreign Language, or English taught as a school subject only, usually in a non-English-speaking country. ---- ESL -- English as a Second Language, or English taught in an English-speaking country to non-English speakers who need to study or work in English. ---- ESOL -- English for Speakers of Other Languages, or special English instruction for non-English speakers.
ESEA Title VII	The seventh major "Title" of the Elementary and Secondary Education Act, often called the Bilingual Education Act (P.L. 98-511), passed in 1968 and reauthorized again in 1974, 1978, and 1984, is a law that enables bilingual education to be offered to non-English-speaking children when there are enough children of the same language background attending the same school.
Language Dominance	This is the language that a person knows best and is most comfortable with. In the case of bilingual persons, language dominance can often be discovered through special tests. It is not unusual to have one language dominant for certain situations and the other language dominant for others.
Proficiency	This describes a person's level of ability in a language. The following acronyms are often used in school programs to describe the English level of non-native-speaking students. ---- LEP -- Limited English Proficiency ---- LES -- Limited English Speaker ---- LESA -- Limited English-Speaking Ability ---- NEP -- No English Proficiency ---- NES -- Non-English Speaker
Second Language Reading	Reading in a second language is usually taught after a child has learned to read in the first language for two reasons: reading is easier in the dominant language because the child already understands nearly all the words and sentences to be read at the beginning level; and, reading skills and confidence acquired in the first language reading can be useful in learning to read in the second language.

Second Language Writing	Writing in a second language is an extremely difficult task that can be made easier when the child has already learned to express written ideas in the first language. Children learning English as a second language need to master reading and writing skills so that they can be used in every subject area.

III. Background Reading Sources on the Topic

Following is a selective list of sources of background information on the topic of bilingual education.

"Bilingual Education"

*Academic American Encyclopedia. v. 3. Danbury, Connecticut: Grolier, Inc., 1983. p. 251.

*Compton's Encyclopedia and Fact-Index. v. 3. Chicago: F.E. Compton Co., 1983. p. 191.

*World Book Encyclopedia. v. 2. Chicago: World Book, Inc., 1986. p. 234.

*Guide to Title VII. Compiling editor Johanna Z. Provenzano. Rosslyn, Virginia: InterAmerica Research Associates, Inc., National Clearinghouse for Bilingual Education, 1984.

*Lambert, Wallace E. and others. Faces and Facets of Bilingualism. Washington, D.C.: Center for Applied Linguistics, 1981. (Bilingual Education Series 10)

*Stein, Colman B., Jr. The 1984 Bilingual Education Act with an Overview. Rosslyn, Virginia: InterAmerica Research Associates, Inc., National Clearinghouse for Bilingual Education, 1985.

The Information Resources

I. Legislative Sources

These sources emanate from congressional activities and relate to the work on bills or other studies the committees decide to carry out.

A. Congressional Committee

Three types of committee publications are included: the hearing, report, and print.

Hearings are the statements and documents submitted to the committee as well as the testimony by interested parties. Hearings are shelved by committee and then alphabetically by title.

Reports are written by a congressional committee on legislative matter and represent the committee's recommendations. Reports are shelved numerically according to Congress and session and then by SuDoc number.

Committee prints provide background information for the committee's consideration. Prints are shelved alphabetically by title.

Below, the type of publication is indicated in the annotation.

Y 4. ED 8/1: B49/6
Bilingual Education. Hearing. House Committee on Education and Labor. Subcommittee on Elementary, Secondary, and Vocational Education. 98th Congress, 2nd session. Washington, D.C.: GPO, 1984.
annotation:
Hearing held March 28, 1984 on H.R. 11, extending the authorization of appropriations for certain education programs through FY 1989, and on H.R. 5231, reauthorizing Title VII of the Elementary and Secondary Education Act of 1965 relating to bilingual education.

Y 4. ED 8/1: 99-78
Successful Education Programs Relating to Illiteracy, Bilingual Education, and Dropout Prevention. Oversight hearing. House Committee on Education and Labor. Subcommittee on Elementary, Secondary, and Vocational Education. 99th Congress, 1st session. Washington, D.C.: GPO, 1986.
annotation:
Hearing held November 25, 1985 in Los Angeles, California. Title self-explanatory.

Y 4. L 11/4: S hrg 99-792
Bilingual Education Act Amendments of 1986. Hearing. Senate Committee on Labor and Human Resources. Subcommittee on Education, Arts, and Humanities. 99th Congress, 2nd session. Washington, D.C.: GPO, 1986.
annotation:
Hearing held June 5, 1986 on S. 2256, amending the Bilingual Education Act to make federal financial assistance available for LEP children without mandating a specific method of instruction, to encourage innovation at the state and local level through greater administrative flexibility, and to improve program operations at the federal level.

Y 1. 1/8: 98-1128
Education Amendments of 1984. Conference report. House of Representatives. Committee of Conference. 98th Congress, 2nd session. Washington, D.C.: GPO, 1984.
annotation:
Conference report, No. 98-1128, made October 2, 1984 to accompany S. 2496 in order to amend the Adult Education Act to simplify requirements for states and other recipients participating in federal adult education programs.

Y 4. ED 8/1: 99-R
Compendium of Papers on the Topic of Bilingual Education. Committee print. House of Representatives. Committee on Education and Labor. 99th Congress, 2nd session. Washington, D.C.: GPO, 1986.
annotation:
Committee print made June 1986 for the purpose of making information available for full committee deliberations on the topic of bilingual education so as to improve programs for the nation's growing number of LEP children.

B. Bills and Laws of Congress

Immediately after passage, laws are first printed as pamphlets known as "slip laws." A number is assigned for public and private laws, and this notation runs sequentially through a Congress. There is a

"Legislative History" which appears at the end of each slip law and provides citations to House and Senate reports, conference reports if applicable, dates of consideration and passage in the Congressional Record, and any presidential statements relevant to the legislation that were published in the Weekly Compilation of Presidential Documents.[9]

A chronological arrangement of the slip laws in bound sessional volumes is published as the United States Statutes at Large. When depository libraries receive the Statutes at Large, the unbound slip laws covered for that volume may be discarded.

Below, a slip law pertinent to the topic of bilingualism and education in the United States is cited.

GS 4. 110: 98-511
"Education Amendments of 1984." (P.L. 98-511, October 19, 1984)
annotation:
The Bilingual Education Act of the Education Amendments of 1984 reauthorizes bilingual education until September 1988. The law contains five sections: 1) General Provisions -- an introductory section which includes policies, appropriations, definitions, and regulations; 2) Financial Assistance for Bilingual Education (Part A); 3) Data Collection, Evaluation, and Research (Part B); 4) Training and Technical Assistance (Part C); and 5) Administration (Part D).

C. General Accounting Office

The General Accounting Office (GAO) was established in 1921 to provide an independent audit of government agencies. It may carry out special investigations and make recommendations at the request of a congressional committee or member.

The GAO series number takes the place of the SuDoc number in this entry.

GA 1. 13: MWD-76-25
Bilingual Education, An Unmet Need: Office of Education Report to the Congress. Comptroller General of the United States. [Washington, D.C.]: GAO, 1976.
annotation:
Because adequate plans were not made to carry out, evaluate, and monitor the Bilingual Education Program, the Office of Education progressed little toward 1) identifying effective ways to provide bilingual education instruction; 2) adequately training bilingual education teachers; and 3) developing suitable teaching materials.

II. Executive Sources

A. President

Ref J80 A286
"Education Amendments of 1984." Weekly Compilation of Presidential Documents 20:42 (October 19, 1984), p. 1580. Office of the Federal Register, National Archives and Records Service, General Services Administration. Washington, D.C.: GPO, 1984.
annotation:
President Ronald Reagan's statement on signing S. 2496 into Law (P.L. 98-511).

B. Code of Federal Regulations

AE 2. 106/3: 34/Pt. 400-end/986
"Chapter V - Office of Bilingual Education and Minority Languages and Affairs, Department of Education," Code of Federal Regulations. v. 34 (Pt. 400 to end), pp. 85-181. National Archives and Records Service. Washington, D.C.: GPO, 1986.
annotation:
Contains a codification of documents of general applicability and future effect as of July 1, 1986.

C. Departments and Agencies

A reminder to the user is that the SuDoc number is necessary to locate agency documents in depository libraries. Publications cited below are arranged by date in chronological order.

HE 19. 102: B 49/5
Bilingual Education and Federal Law: An Overview. Joseph H. Grant and Ross Goldsmith. [Washington, D.C.]: Department of Health, Education, and Welfare, Office of Education, 1979.
annotation:
This paper examines the most prominent decisions resulting from the 1974 Lau v. Nichols ruling. Specific attention is focused on the remedies that have been ordered to cure Lau violations.

ED 1. 310/2: 257 315
Social Class and Bilingual Education: Issues and Contradictions. Robert L. Politzer. Washington, D.C.: Office of Bilingual Education and Minority Languages and Affairs (ED), 1981. (Bilingual Education Series 5)
annotation:
Issues concerning bilingual education are discussed, with a focus on the effect of social class on educational outcomes.

ED 1. 310/2: 203 676
Building Local Capacity for Bilingual Education through ESEA Title VII: Introducing the Issues. Martin E. Orland and Elizabeth R. Reisner. Washington, D.C.: Office of the Assistant Secretary for Planning and Budget (ED), [1981?].
annotation:
This paper describes some of the major issues facing federal and local administrators in their efforts to build local capacity in bilingual education through the Title VII grants program.

ED 1. 310/2: 224 142
The Making (and Unmaking) of a Civil Rights Regulation: Language Minority Children and Bilingual Education. Betsy Levin. Washington, D.C.: National Institute of Education (ED), 1982.
annotation:
A narration of the federal ED's attempt to issue regulations protecting minority-language students' civil rights examines the roles of federal agencies, Congress, state and local governments, the courts, civil rights groups, teacher and administrator groups, and the media in the regulatory process.

ED 1. 310/2: 257 318
Bilingual Education: Will the Benefits Last? Beverly B. McConnell. Washington, D.C.: Office of Bilingual Education and Minority Languages and Affairs (ED), 1982. (Bilingual Education Series 5)
annotation:
The effects of early education bilingual programs on subsequent educational achievement were studied with Spanish-speaking children of migrant farm workers in southern Texas. Findings were supportive of the Individualized Bilingual Instruction Program.

ED 1. 310/2: 258 458
Recent Developments in Research on Bilingual Education in the United States. Christina B. Paulston. Washington, D.C.: Office of Bilingual Education and Minority Languages and Affairs (ED), 1982. (Bilingual Education Series 6)
annotation:
In the literature of bilingual education, there is a confusion between methodology and the researcher's perspective. This is not a scholarly paper but reflections and reportage drawing on NIE proposals and planning papers, unpublished papers, and discussions with colleagues.

ED 1. 310/2: 215 160
Equity from the Bilingual Education Specialist's Perspective. JoAnn Crandall. Washington, D.C.: Office of Vocational and Adult Education (ED),[1983?]. (Research and Development Series 214 D)
annotation:
Limited English proficiency creates barriers to both education and employment for approximately 28 million people in the United States. Four ESL curriculum models integrate vocational and English language skills and provide special assistance to LEP students.

ED 1. 310/2: 255 602
Building Capacity and Commitment in Bilingual Education: A Practical Guide for Educators. Elizabeth R. Reisner. Washington, D.C.: Office of Bilingual Education and Minority Languages and Affairs (ED), 1983.
annotation:
This guide assists local school districts in designing and implementing bilingual education programs that meet Title VII requirements.

ED 1. 310/2: 250 420
A Manual for Encouraging Parent-Community Involvement in Bilingual Education and English as a Second Language Programs. Washington, D.C.: ED, 1984.
annotation:
This handbook provides guidelines for developing and implementing structured parent/community involvement programs in bilingual education and ESL programs in local school districts.

ED 1. 2: IS 7
*Issues in English Language Development: An Information Exchange. Rosslyn, Virginia: InterAmerica Research Associates, Inc., National Clearinghouse for Bilingual Education, [1985].
annotation:
The 13 papers in this publication were presented at a national information exchange. The purpose of the gathering was to relate theoretical discussion on English language development for minority language students to classroom instruction and teacher training, while focusing on the total education of these students.

ED 1. 2: B 49/3
FY 1986 Application for Grants under Bilingual Education Program (New and Continuation). Washington, D.C.: Office of Bilingual Education and Minority Languages and Affairs (ED), 1986.
annotation:
This package contains material for use in preparing a grant application for assistance under programs authorized under the Bilingual Education Act, Title VII of the ESEA as amended by P.L. 98-511. The materials are organized in three parts: Part I -- Application Forms, containing various forms for the information and assurances required by the statute and regulations; Part II -- Proposal Narrative; and Part III -- Reference Materials, containing the statute, regulations, and other background materials which should be useful in preparing an application.

III. New York State

State documents have no SuDoc number. These cited annual reports are shelved chronologically by department keyword in Bird Library's uncataloged section.

"Bilingual Education." Annual Report, pp. 14-15. New York Legislature. Assembly. Committee on Education. Albany, 1980.
annotation:
The Committee will address questions concerning the adequacy of bilingual education programs as an issue for legislative development in the 1981 session.

"Limited English Proficiency." Annual Report, p. 4. New York Legislature. Assembly. Committee on Education. Albany, 1984.
annotation:
In preparation for the 1984 session, the Committee conducted regional hearings at Speaker Stanley Fink's request for the purpose of making a "bottom-to-top re-evaluation of New York

State's system of providing and financing quality education." The hearing testimony pointed to several problem areas in education that needed immediate attention, including that of programs to meet the needs of LEP students.

"Federal, State Funds Spur Bilingual Education Programs." Annual Report, Section I, p. 25. University of the State of New York. Albany, 1984-85.
annotation:
The Bureau of Bilingual Education is responsible for services provided to 100,164 LEP students in New York State and encourages the use of all available programs and funding sources to foster bilingual education for both LEP and EP students.

For further information on the topic, users may also wish to consult the following reference source.

Ref. Z 1223. 5 N57 D55
Dictionary Catalog of Official Publications of the State of New York. v. 1, A-E. Albany: New York State Library, December 18, 1973 to December 23, 1983.
annotation:
The scope of this series includes all New York State monographs cataloged or recataloged during the indicated period. The bibliography provides author, title, and subject access to every document listed.

IV. International Sources

L11. P71 -- 4th fl. Bird
Prospects: Quarterly Review of Education. 49:14 (No. 1, 1984). UNESCO. Annual subscription: $23.00, 4 issues.
annotation:
This periodical focuses on mother-tongue education, its problems and prospects, instruction, trends, and its impact on educational attainment; language policy; and biculturalism, bilingualism, and scholastic achievement. Articles on programs in Tunisia, Nigeria, Paraguay, Catalonia, Yugoslavia, China, and the United States are included.

For further information on international doings in bilingual education, users should consult:

Z 6482 I551 - Doc. Div.
*International Bibliography: Publications of Intergovernmental Organizations. 12:3 (Fall 1984). New York: UNIPUB, 1984.
annotation:
Publications received at the editorial office of International Bibliography are listed and described briefly in annotations. Listings include title, author or editor, pagination, year of publication, and acronym of publishing organization. At the beginning of each volume, organizations and their addresses are listed alphabetically by acronym.

or write directly to:

UNESCO
United Nations Educational, Scientific, and Cultural Organization
The UNESCO Press
7, place de Fontenoy
F-75700 Paris, France

V. Journals

The following are two examples of journals for sale by the GPO that may be of interest to education professionals and parent groups for information related to bilingual education.

L11. A48 -- 4th fl. Bird
American Education. Issued monthly, except August/September and January/February, which are combined issues, this periodical covers preschool to adult education, new research and demonstration projects, major legislation affecting education, school and college bond data, grants, loans, contracts, and fellowships. Annual subscription: $23.00 domestic.

Z5813. R41 -- 4th fl. Bird
Resources in Education. This monthly abstract journal announces recent report literature related to education. It is designed to keep teachers, administrators, research specialists, the public, and others abreast of current research, development, implementation, and trends in education. Annual subscription: $56.00 domestic.

VI. Selected Online Databases

For federal government information pertinent to bilingualism and education in the United States online, the following examples of bibliographic databases are provided as possible reference sources.

Name of Database	Producer	Online Service
*Bilingual Education Bibliographic Abstracts	National Clearinghouse for Bilingual Education	BRS
*CIS/Index	Congressional Information Service, Inc.	DIALOG: ORBIT
ERIC (Educational Resources Information Center)	National Institute of Education, Department of Education	BRS; DIALOG; ORBIT
MONTHLY CATALOG	Superintendent of Documents, GPO	BRS; DIALOG; ORBIT
PRF (Publications Reference File)	Superintendent of Documents, GPO	DIALOG

Users should also investigate:

Ref Z 699. 22 F42 1984/85
The Federal Data Base Finder. 1984-85 ed. Information USA, Inc.
annotation:
This publication identifies over 3000 data bases and files and is divided into: I) Government Controlled Data Bases; II) Commercial Data Bases; and III) Government Data Files and Tapes. Users are directed to contact the following if experiencing difficulty in locating any of the offices or organizations listed in the book:

U.S. Government Operator (202) 655-4000
or
Information USA, Inc. (301) 983-8220

VII. Audio-Visual Materials

LC 3731 B5524 1983 -- 4th fl. Bird
*Bilingual Educational Publications in Print 1983, Including Audio-Visual Materials. New York: R.R. Bowker Company, 1983.
annotation:
The publication is a listing of 30,000 books and audio-visual materials for use in bilingual education and ESL programs in elementary, junior high, and high school and in libraries serving populations reading a second language. The Preface provides excellent background reading matter on the topic.

Hum Ref Z 479 C45 1982
*Children's Media Market Place. 2nd ed. Edited by Carol A. Emmens. New York: Neal-Schuman Publishers, Inc., 1982.
annotation:
This is a directory of sources for locating children's materials, including animated films, video, picture books, juvenile magazines, television shows, and all media designed for children or for people who work with children, including teachers, parents, librarians, and media specialists.

Interested users may contact directly the following audio-visual companies which produce and distribute materials for or about children.

AIMS Instructional Media Services
626 Justin Avenue
Glendale, California 91201
(213) 240-9300
Formats: Audiocassettes, audioreels, sound filmstrips, multimedia kits, 16 mm films, slides.
Subjects: All but fiction and religion.
Special interest: Black Americans, Native Americans, Spanish-speaking and bilingual students.

Bilingual Educational Services
1607 Hope Street
South Pasadena, California 91030
(213) 682-3456
Formats: Audiocassettes, sound filmstrips, flash cards, games, multimedia kits, maps, 16 mm films, transparencies, videocassettes.
Subjects: Multiple.
Special interest: Spanish-speaking and bilingual students.

Users should also examine Appendix E of this guide which includes reference to an annctated bibliography of audio-visual materials.

VIII. Suggested Reference Sources

As aids for further research, the following reference works are recommended. This is not an exhaustive list; many other excellent sources are available at the depository library.

*Andriot, J.L. Guide to Popular U.S. Government Publications. Documents Index. 1987. (Doc. Ref. Z1223 Z7 A545)

*Catalog of Human Services Information Resource Organization. Applied Management Sciences, Inc. and Cuadra Associates, Inc. 1980. (Ref. rm. 110 -- HE 1. 54: 15)

Code of Federal Regulations. National Archives and Records Service. 1938--.
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(Doc. Div. uncataloged collection)

*Congressional Digest. Congressional Digest, Inc. 1921--. (Ref. JK 1C 74)

*Congressional Information Service/Index to Publications of the U.S. Congress (CIS/Index). Commerce Clearinghouse. February 1970--. (Ref. KF 49 C61)

*Congressional Quarterly Almanac. Congressional Quarterly, Inc. 1945--. (Ref. JK 1C 66)

*Congressional Quarterly Washington Information Directory: 1986-87. Congressional Quarterly, Inc. 1986. (Ready Ref. F 192. 3 W33)

*Encyclopedia of Governmental Advisory Organizations: 1986-87. 5th ed. Gale Research Company. 1985. (Ref. JK 468. C7 E5)

Index to GAO Documents. U.S. General Accounting Office. 1977--. (GA 1. 16/4: 10 ind.)

*Katz, William A. Introduction to Reference Work. v. 1 and 2. New York: McGraw-Hill Book Company. 1982.

*Lesko, Matthew. Information U.S.A. New York: Viking Press. 1983.

Monthly Catalog of U.S. Government Publications. Carrollton Press. 1895--. (Ref. Z1223 A18)

Monthly Checklist of State Publications. U.S. Library of Congress. 1910--. (Ref. Z1223. 5 A1 U5)

Official Congressional Directory: 1985-86. U.S. Congress. (Ready Ref. JK 1011. A29)

United States Government Manual: 1986-87. U.S. Superintendent of Documents. (Ready Ref. JK 421 A3)

IX. Suggested Terms for Searching

Helpful terms when searching the indexes for more information on this topic are:

---- Bilingual Education--U.S.

---- Bilingualism--U.S.

---- Education--U.S.--Statistics--Periodicals

---- Education, Bilingual

---- Education, Bilingual--Law and Legislation--U.S.

---- Education, Bilingual--Research--U.S.

---- Education, Bilingual--U.S.

---- Education, Bilingual--U.S.--Congress

---- Education, Bilingual--U.S.--Finance

---- Education, Bilingual--U.S.--Handbooks, manuals, etc.

Appendix A 10

The Bilingual Education Act

(Title II of P.L. 98-511)

Title II — Revision of the Bilingual Education Act

SEC. 201. The Bilingual Education Act (20 U.S.C. 3221 et seq.) is amended to read as follows:

Title VII — Bilingual Education Programs

Short Title

SEC. 701. This title may be cited as the 'Bilingual Education Act'.

Policy; Appropriations

SEC. 702.(a) Recognizing—

(1) that there are large and growing numbers of children of limited English proficiency;

(2) that many of such children have a cultural heritage which differs from that of English proficient persons;

(3) that the Federal Government has a special and continuing obligation to assist in providing equal educational opportunity to limited English proficient children;

(4) that the Federal Government has a special and continuing obligation to assist language minority students to acquire the English language proficiency that will enable them to become full and productive members of society;

(5) that a primary means by which a child learns is through the use of such child's native language and cultural heritage;

(6) that, therefore, large numbers of children of limited English proficiency have educational needs which can be met by the use of bilingual educational methods and techniques;

(7) that in some school districts establishment of bilingual education programs may be administratively impractical due to the presence of small numbers of students of a particular native language or because personnel who are qualified to provide bilingual instructional services are unavailable;

(8) that States and local school districts should be encouraged to determine appropriate curricula for limited English proficient students within their jurisdictions and to develop and implement appropriate instructional programs;

(9) that children of limited English proficiency have a high drop-out rate and low median years of education;

(10) that the segregation of many groups of limited English proficient students remains a serious problem;

(11) that both limited English proficient children and children whose primary language is English can benefit from bilingual education programs, and that such programs help develop our national linguistic resources;

(12) that research, evaluation, and data collection capabilities in the field of bilingual education need to be strengthened so as to better identify and promote those programs and instructional practices which result in effective education;

(13) that parent and community participation in bilingual education programs contributes to program effectiveness; and

(14) that because of limited English proficiency, many adults are not able to participate fully in national life, and that limited English proficient parents are often not able to participate effectively in their children's education,

the Congress declares it to be the policy of the United States, in order to establish equal educational opportunity for all children and to promote educational excellence (A) to encourage the establishment and operation, where appropriate, of educational programs using bilingual educational practices, techniques, and methods, (B) to encourage the establishment of special alternative instructional programs for students of limited English proficiency in school districts where the establishment of bilingual education programs is not practicable or for other appropriate reasons, and (C) for those purposes, to provide financial assistance to local educational agencies, and, for certain related purposes, to State educational agencies, institutions of higher education, and community organizations. The

programs assisted under this title include programs in elementary and secondary schools as well as related preschool and adult programs which are designed to meet the educational needs of individuals of limited English proficiency, with particular attention to children having the greatest need for such programs. Such programs shall be designed to enable students to achieve full competence in English. Such programs may additionally provide for the development of student competence in a second language.

(b)(1) For the purposes of carrying out the provisions of this title, there are authorized to be appropriated for fiscal year 1985 and each of the three succeeding years such sums as may be necessary, subject to paragraph (7).

(2) There are further authorized to be appropriated to carry out the provisions of section 732, such sums as may be necessary for fiscal year 1985 and each of the three succeeding fiscal years, subject to paragraph (7).

(3) From the sums appropriated under paragraph (1) for any fiscal year which do not exceed $140,000,000, the Secretary shall reserve 4 percent for special alternative instructional programs and related activities authorized under this Act. From the sums appropriated under paragraph (1) for any fiscal year in excess of $140,000,000, the Secretary shall reserve 50 percent for special alternative instructional programs and related activities authorized under this Act, except that the amount of funds reserved for special alternative instructional programs and related activities pursuant to this paragraph shall not exceed 10 percent of the funds appropriated under paragraph (1).

(4) From the sums appropriated under paragraph (1) for any fiscal year, the Secretary shall reserve at least 60 percent for the programs carried out under part A of this Act; and of this amount, at least 75 percent shall be reserved for the programs of transitional bilingual education carried out under section 721(a)(1).

(5) From the sums appropriated under paragraph (1) for any fiscal year, the Secretary shall reserve at least 25 percent for training activities carried out under part C.

(6) The Secretary shall reserve from the amount not reserved pursuant to paragraphs (4) and (5) of this subsection such amount as may be necessary, but not in excess of 1 percent thereof, for the purposes of section 752.

(7) Notwithstanding paragraphs (1) and (2), no amount in excess of $176,000,000 is authorized to be appropriated to carry out the provisions of this title (including section 732) for fiscal year 1985.

Definitions; Regulations

SEC. 703. (a) The following definitions shall apply to the terms used in this title:

(1) The terms 'limited English proficiency' and 'limited English proficient' when used with reference to individuals means—
  (A) individuals who were not born in the United States or whose native language is a language other than English;
  (B) individuals who come from environments where a language other than English is dominant, as further defined by the Secretary by regulation; and
  (C) individuals who are American Indian and Alaskan Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency, subject to such regulations as the Secretary determines to be necessary;

and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

(2) The term 'native language', when used with reference to an individual of limited English proficiency, means the language normally used by such individuals, or in the case of a child, the language normally used by the parents of the child.

(3) The term 'low-income' when used with respect to a family means an annual income for such a family which does not exceed the poverty level determined pursuant to section 111(c)(2) of title I of the Elementary and Secondary Education Act of 1965.

(4)(A) The term 'program of transitional bilingual education' means a program of instruction, designed for children of limited English proficiency in elementary or secondary schools, which provides, with respect to the years of study to which such program is applicable, structured English language instruction, and, to the extent necessary to allow a child to achieve competence in the English language, instruction in the child's native language. Such instruction shall incorporate the cultural heritage of such children and of other children in American society. Such instruction shall, to the extent necessary, be in all courses or subjects of study which will allow a child to meet grade-promotion and graduation standards.

(B) In order to prevent the segregation of children on the basis of national origin in programs of transitional bilingual education, and in order to broaden the understanding of children about languages and cultural heritages other than their own, a program of transitional bilingual education may include the participation of children whose language is English, but in no event shall the percentage of such children exceed 40 percent. The program may provide for centralization of teacher training and curriculum development, but it shall serve such children in the schools which they normally attend.

(C) In such courses or subjects of study as art, music, and physical education, a program of transitional bilingual education shall make provision for the participation of children of limited English proficiency in regular classes.

(D) Children enrolled in a program of transitional bilingual education shall, if graded classes are used, be placed, to the extent practicable, in classes with children of approximately the same age and level of educational attainment. If children of significantly varying ages or levels of educational attainment are placed in the same class, the program of transitional

bilingual education shall seek to insure that each child is provided with instruction which is appropriate for his or her level of educational attainment.

(5)(A) The term 'program of developmental bilingual education' means a full-time program of instruction in elementary and secondary schools which provides, with respect to the years of study to which such program is applicable, structured English-language instruction and instruction in a second language. Such programs shall be designed to help children achieve competence in English and a second language, while mastering subject matter skills. Such instruction shall, to the extent necessary, be in all courses or subjects of study which will allow a child to meet grade-promotion and graduation standards.

(B) Where possible, classes in programs of developmental bilingual education shall be comprised of approximately equal numbers of students whose native language is English and limited English proficient students whose native language is the second language of instruction and study in the program.

(6) The term 'special alternative instructional programs' means programs of instruction designed for children of limited English proficiency in elementary and secondary schools. Such programs are not transitional or developmental bilingual education programs, but have specially designed curricula and are appropriate for the particular linguistic and instructional needs of the children enrolled. Such programs shall provide, with respect to the years of study to which such program is applicable, structured English language instruction and special instructional services which will allow a child to achieve competence in the English language and to meet grade-promotion and graduation standards.

(7) The term 'family English literacy program' means a program of instruction designed to help limited English proficient adults and out-of-school youth achieve competence in the English language. Such programs of instruction may be conducted exclusively in English or in English and the student's native language. Where appropriate, such programs may include instruction on how parents and family members can facilitate the educational achievement of limited English proficient children. To the extent feasible, preference for participation in such programs shall be accorded to the parents and immediate family members of children enrolled in programs assisted under this title.

(8) The term 'programs of academic excellence' means programs of transitional bilingual education, developmental bilingual education, or special alternative instruction which have an established record of providing effective, academically excellent instruction and which are designed to serve as models of exemplary bilingual education programs and to facilitate the dissemination of effective bilingual educational practices.

(9) The term 'Office' means the Office of Bilingual Education and Minority Languages Affairs.

(10) The term 'Director' means the Director of the Office of Bilingual Education and Minority Languages Affairs.

(11) The term 'Council' means the National Advisory and Coordinating Council on Bilingual Education.

(12) The term 'Secretary' means the Secretary of Education.

(13) The term 'other programs for persons of limited English proficiency' when used in this title means any programs within the Department of Education directly involving bilingual education activities serving persons of limited English proficiency, such as the programs carried out in coordination with the provisions of this title pursuant to part E of title IV of the Carl D. Perkins Vocational Education Act, and section 306(a)(11) of the Adult Education Act, and programs and projects serving areas with high concentrations of persons of limited English proficiency pursuant to section 6(b)(4) of the Library Services and Construction Act.

(b)(1) In prescribing regulations under this title, the Secretary shall, through the National Advisory and Coordinating Council on Bilingual Education, consult with State and local educational agencies, organizations representing persons of limited English proficiency, and organizations representing teachers and other personnel involved in bilingual education.

(2) The Secretary shall not prescribe under this title any regulations further defining the terms defined in paragraphs (4), (5), (6), (7), and (8) of subsection (a), or any regulations restricting or expanding the definitions contained in such paragraphs.

(c) Parents of children participating in programs assisted under this title shall be informed of the instructional goals of the program and the progress of their children in such programs.

PART A—FINANCIAL ASSISTANCE FOR BILINGUAL EDUCATION PROGRAMS

Bilingual Education Programs

SEC. 721. (a) Funds available for grants under this part shall be used for the establishment, operation, and improvement of—

(1) programs of transitional bilingual education;

(2) programs of developmental bilingual education;

(3) special alternative instructional programs for students of limited English proficiency;

(4) programs of academic excellence;

(5) family English literacy programs;

(6) bilingual preschool, special education, and gifted and talented programs preparatory or supplementary to programs such as those assisted under this Act; and

(7) programs to develop instructional materials in languages for which such materials are commercially unavailable.

(b)(1)(A) A grant may be made under subsection (a), (1), (2), (3), or (4) of this section only upon application therefore by one or more local educational agencies or by institutions of higher education, including junior or community colleges, applying jointly with one or more local educational agencies.

(b) A grant may be made under subsection (a) (5) or (6) only upon application therefore by one or more local educational agencies;

institutions of higher education, including junior or community colleges; and private nonprofit organizations, applying separately or jointly.

(c)(1) Any application for a grant authorized under subsection (a) of this section shall be made to the Secretary at such time, and in such manner, as the Secretary deems appropriate.

(2) Applications for grants authorized under subsections (a)(1), (a)(2), and (a)(3) of this section, shall contain information regarding—

(A) the number of children enrolled in programs conducted by the local educational agency;

(B) the number of children residing in the area served by the local educational agency who are enrolled in private schools;

(C)(i) the number of children enrolled in public and private schools in the area served by the local educational agency who are limited in their English proficiency; (ii) the method used by the applicant to make this determination; and (iii) evidence of the educational condition of the limited English proficient students, such as reading, mathematics, and subject matter test scores, and, where available, data on grade retention rates, rates of referral to or placement in special education programs, and student dropout rates;

(D) the number of limited English proficient children who are enrolled in instructional programs specifically designed to meet their educational needs, as well as descriptions of such programs;

(E) the number of limited English proficient children enrolled in public or private schools in the area served by the local educational agency who need or could benefit from education programs such as those assisted under this title;

(F) the number of children who are to receive instruction through the proposed program and the extent of their educational needs;

(G) a statement of the applicant's ability to serve children of limited English proficiency, including an assessment of the qualifications of personnel who will participate in the proposed project and of the need for further training of such personnel;

(H) the resources needed to develop and operate or improve the proposed program;

(I) the activities which would be undertaken under the grant and how these activities will improve the educational attainment of students and expand the capacity of the applicant to operate programs such as those assisted under this Act when Federal assistance under this section is no longer available; and

(J) the specific educational goals of the proposed program and how achievement of these goals will be measured.

(3) Applications for grants authorized under subsection (a)(3) of this section from applicants who desire to obtain priority in the awarding of such grants may contain information regarding (A) the administrative impracticability of establishing a bilingual education program due to the presence of small number of students of a particular native language, (B) the unavailability of personnel qualified to provide bilingual instructional services, or (C) the applicant's current or past efforts to establish a bilingual education program.

(4) Applications for grants authorized under subsection (a)(4) shall contain information regarding—

(A) the number of children served by the existing bilingual education program and evidence of their educational condition prior to enrollment in the program;

(B) a description of the existing program as well as the educational background and linguistic competencies of program personnel;

(C) the extent to which the program has promoted student academic achievement as indicated by objective evidence, such as improvements in language, mathematics, and subject matter test scores; grade retention rates; rates of referral to or placement in special education programs; student dropout rates; and, where appropriate, postsecondary education and employment experiences of students;

(D) the extent of parent involvement in and satisfaction with the existing bilingual education program; and

(E) how the activities carried out under the grant would utilize and promote programs of academic excellence which employ bilingual educational practices, techniques, and methods.

(5) Applications for grants authorized under subsection (a)(5) shall contain information regarding—

(A) the number of limited English proficient parents and out-of-school family members of limited English proficient students who would be served by the English literacy program;

(B) the activities which would be undertaken under the grant and how these activities will promote English literacy and enable parents and family members to assist in the education of limited English proficient children;

(C) the extent to which the persons to be served by the program have been involved in its development;

(D) applicant's prior experience and performance in providing educational programs to limited English proficient adults and out-of-school youth;

(E) with respect to applications by a local educational agency, the extent to which limited English proficient students enrolled in the educational agency are served by programs specifically designed to meet their needs; and

(F) with respect to other applicants, a description of how the applicant will coordinate its program with a local education agency to ensure that the program will help limited English proficient family members promote the academic progress of limited English proficient children.

(d)(1)(A) Grants made pursuant to subsections (a)(1), (a)(2), and (a)(3) of this section shall be for three years.

(B) During the first six months of grants made pursuant to subsections (a)(1), (a)(2), and (a)(3) of this section, an applicant shall engage exclusively in preservice activities. Such activities may in-

clude program design, materials development, staff recruitment and training, development of evaluation mechanisms and procedures, and the operation of programs to involve parents in the educational program and to enable parents and family members to assist in the education of limited English proficient children. This subparagraph may be waived by the Secretary upon a determination that an applicant is prepared to operate successfully the proposed instructional program.

(C) Upon reapplication, grants authorized under subsections (a)(1), (a)(2), and (a)(3) of this section shall be renewed for two additional years unless the Secretary determines that—

(i) the applicant's program does not comply with the requirements set out in this title;
(ii) the applicant's program has not made substantial progress in achieving the specific educational goals set out in the original application; or
(iii) there is no longer a need for the applicant's program.

(D) Parents or legal guardians of students identified for enrollment in bilingual education programs shall be informed of (i) the reasons for the selection of their child as in need of bilingual education, (ii) the alternative educational programs that are available, and (iii) the nature of the bilingual education program and of the instructional alternatives. Parents shall also be informed that they have the option of declining enrollment of their children in such programs and shall be given an opportunity to do so if they so choose.

(2) Grants made pursuant to subsections (a)(4) and (a)(5) shall be for three years.

(3) Grants made pursuant to subsections (a)(6) and (a)(7) shall be for a period of one to three years.

(e) An application for a grant authorized under subsections (a)(1), (a)(2), and (a)(3) of this section shall—

(1) be developed in consultation with an advisory council, of which a majority shall be parents and other representatives of the children to be served in such programs, in accordance with criteria prescribed by the Secretary;
(2) be accompanied by documentation of such consultation and by the comments which the Council makes on the application;
(3) contain assurances that, after the application has been approved, the applicant will provide for the continuing consultation with, and participation by, the committee of parents, teachers, and other interested individuals which shall be selected by and predominantly composed of parents of children participating in the program, and in the case of programs carried out in secondary schools, representatives of the secondary students to be served; and
(4) include evidence that the State educational agency has been notified of the application and has been given the opportunity to offer recommendations thereon to the applicant and to the Secretary.

(f) An application for a grant under subsections (a)(1), (a)(2), and (a)(3) of this section may be approved only if the Secretary determines—

(1) that the program will use qualified personnel, including only those personnel who are proficient in the language or languages used for instruction;
(2) that in designing the program for which application is made, the needs of the children in nonprofit private elementary and secondary schools have been taken into account through consultation with appropriate private school officials; and consistent with the number of such children enrolled in such schools in the area to be served whose educational needs are of the type and whose language and grade levels are of a similar type which the program is intended to address, after consultation with appropriate private school officials, provision has been made for the participation of such children on a basis comparable to that provided for public school children;
(3) that the program will be evaluated in accordance with a plan that meets the requirements of section 733 of this title;
(4) that Federal funds made available for the project or activity will be used so as to supplement the level of State and local funds that, in the absence of those Federal funds, would have been expended for special programs for children of limited English proficiency and in no case to supplant such State and local funds, except that nothing in this clause shall—
(A) preclude a local education agency from using funds under this title for activities carried out under an order of a court of the United States or of any State respecting services to be provided such children, or to carry out a plan approved by the Secretary as adequate under title VI of the Civil Rights Act of 1964 with respect to services to be provided such children; or
(B) authorize any priority or preference to be assigned by the Secretary to the funding of the activities under this title;
(5) that the assistance provided under the application will contribute toward building the capacity of the applicant to provide a program on a regular basis, similar to that proposed for assistance, which will be of sufficient size, scope, and quality to promise significant improvement in the education of children of limited English proficiency, and that the applicant will have the resources and commitment to continue the program when assistance under this title is reduced or no longer available;
(6) that the applicant will provide or secure training for personnel participating, or preparing to participate, in the program and that, to the extent possible, college or university credit will be awarded for such training; and
(7) that the provision of assistance proposed in the application is consistent with criteria established by the Secretary, after consultation with the State educational agency, for the purpose of achieving an equitable distribution of assistance under this part within the State in which the applicant is located, taking into consideration—
(A) the geographic distribution of children of limited English proficiency;

(B) the relative need of persons in different geographic areas within the State for the kinds of services and activities authorized under this title;

(C) and with respect to grants to carry out programs described in subsections (a)(1), (a)(2), and (a)(3) of this section, the relative ability of particular local educational agencies within the State to provide such services and activities; and

(D) with respect to such grants, the relative numbers of persons from low-income families sought to be benefited by such programs.

(g) An application for a grant under subsection (a)(3) of this section may receive priority based upon the information provided by the applicant pursuant to clause (A), (B), or (C) of subsection (c)(3) of this section.

(h) In the consideration of applications from local educational agencies to carry out programs authorized under this section, the Secretary shall give priority to applications from local educational agencies which are located in various geographical regions of the Nation and which propose to assist children of limited English proficiency who have historically been underserved by programs of bilingual education, taking into consideration the relative numbers of such children in the schools of such local educational agencies and the relative need for such programs. In approving such applications, the Secretary shall, to the extent feasible, allocate funds appropriated in proportion to the geographical distribution of children of limited English proficiency throughout the Nation, with due regard for the relative ability of particular local educational agencies to carry out such programs and the relative numbers of persons from low-income families sought to be benefited by such programs.

(i) Programs authorized under this title in the Commonwealth of Puerto Rico may, notwithstanding any other provision of this title, include programs of instruction, teacher training, curriculum development, research, evaluation, and testing designed to improve the English proficiency of children, and may also make provision for serving the needs of students of limited proficiency in Spanish.

(j) If the Secretary determines that an applicant for assistance under this title is unable or unwilling to provide for the participation in the program for which assistance is sought of children of limited English proficiency enrolled in nonprofit, private schools, as required by subsection (f)(2) of this section, the Secretary shall—

(1) withhold approval of such application until the applicant demonstrates that it is in compliance with those requirements; or

(2) reduce the amount of the grant to such applicant by the amount which is required for the Secretary to arrange (such as through a contract with a nonprofit, nonsectarian agency, organization, or institution) to assess the needs of the children in the area to be served for programs of the type authorized in this title and to carry out such programs for the children.

Indian Children in Schools

SEC. 722. (a) For the purpose of carrying out programs under this title for individuals served by elementary, secondary, or postsecondary schools operated predominantly for Indian or Alaskan Native children, an Indian tribe or a tribally sanctioned educational authority may be considered to be a local educational agency as such term is used in this title, subject to the following qualifications:

(1) The term 'Indian tribe' means any Indian tribe, band, nation, or other organized group or community, including any Alaska Native village or regional or village corporation as defined in or established pursuant to the Alaskan Native Claims Settlement Act (85 Stat. 688) which is recognized for the special programs and services provided by the United States to Indians because of their status as Indians.

(2) The term 'tribally sanctioned educational authority' means any department or division of education operating within the administrative structure of the duly constituted governing body of an Indian tribe, as well as any nonprofit institution or organization which is chartered by the governing body of an Indian tribe to operate any such school or otherwise to oversee delivery of educational services to members of that tribe and which is approved by the Secretary for the purposes of this section.

(b) From the sums appropriated pursuant to section 702(b), the Secretary is authorized to make payments to the applicants to carry out programs of bilingual education for Indian children on reservations served by elementary and secondary schools operated or funded by the Bureau of Indian Affairs.

(c) The Assistant Secretary of the Interior for the Bureau of Indian Affairs shall submit to the Congress, the President, and the Secretary by September 30 of each year an annual report which provides—

(1) an assessment of the needs of the Indian children with respect to the purposes of this title in schools operated or funded by the Department of the Interior, including those tribes and local educational agencies receiving assistance under the Johnson-O'Malley Act (25 U.S.C. 452 et seq.); and

(2) an assessment of the extent to which such needs are being met by funds provided to such schools for educational purposes through the Secretary of the Interior.

PART B—DATA COLLECTION, EVALUATION, AND RESEARCH

Use of Funds

SEC. 731. Funds available under this part shall be used for (1) collecting data on the number of limited English proficient persons and the educational services available to such persons, (2) evaluating the operation and effectiveness of programs assisted under this title, (3) conducting research to improve the effectiveness of bilingual education programs, and (4) collecting, analyzing, and disseminating data and information on bilingual education.

Grants for State Programs

SEC. 732. (a) Upon an application from a State educational agency, the Secretary shall make provision for the submission and approval

of a State program for the collection, aggregation, analysis, and publication of data and information on the State's population of limited English proficient persons and the educational services provided or available to such persons.

(b) State programs under this part shall provide for the annual submission of a report to the Secretary containing data and information on such matters as the Secretary shall, by regulation, determine necessary and proper to achieve the purposes of this title, including the matters specified in section 721(c)(2). Such reports shall be in such form and shall be submitted on such date as the Secretary shall specify by regulation. State programs shall provide for the dissemination of information regarding these matters to the public, and particularly to persons of limited English proficiency.

(c) State programs authorized under this section may also provide for—

(1) the planning and development of educational programs such as those assisted under this title;

(2) the review and evaluation of programs of bilingual education, including bilingual education programs that are not funded under this title;

(3) the provision, coordination, or supervision of technical and other forms of nonfinancial assistance to local educational agencies, community organizations, and private elementary and secondary schools that serve limited English proficient persons;

(4) the development and administration of instruments and procedures for the assessment of the educational needs and competencies of persons of limited English proficiency;

(5) the training of State and local educational agency staff to carry out the purposes of this title; and

(6) other activities and services designed to build the capacity of State and local educational agencies to serve the educational needs of persons of limited English proficiency.

(d) Except as provided in the second sentence of this subparagraph, the Secretary shall pay from the amounts appropriated for the purposes of this section pursuant to section 702(b)(2) for each fiscal year to each State educational agency which has a State program submitted and approved under subsection (a) of this section such sums as may be necessary for the proper and efficient conduct of such State program. The amount paid by the Secretary to any State educational agency under the preceding sentence for any fiscal year shall not be less than $50,000 nor greater than 5 percent of the aggregate of the amounts paid under section 721 for programs within such State in the fiscal year preceding the fiscal year to which this limitation applies.

(e) Funds made available under this section for any fiscal year shall be used by the State educational agency to supplement and, to the extent practical, to increase the level of funds that would, in the absence of such funds, be made available by the State for the purposes described in this section, and in no case to supplant such funds.

Program Evaluation Requirements

SEC. 733. (a) The Secretary shall issue, within six months of the date of enactment of this section, regulations which set forth a comprehensive design for evaluating the programs assisted under part A of this title. Such regulations shall be developed by the Director in consultation with the National Advisory and Coordinating Council on Bilingual Education. Such regulations shall provide for the collection of information and data including—

(1) the educational background, needs, and competencies of the limited English proficient persons served by the program;

(2) the specific educational activities undertaken pursuant to the program; the pedagogical materials, methods, and techniques utilized in the program; and with respect to classroom activities, the relative amount of instructional time spent with students on specified tasks;

(3) the educational and professional qualifications, including language competencies, of the staff responsible for planning and operating the program; and

(4) the extent of educational progress achieved through the program measured, as appropriate, by (A) tests of academic achievement in English language arts, and where appropriate, second language arts; (B) tests of academic achievement in subject matter areas; and (C) changes in the rate of student grade-retention, dropout, absenteeism, referral to or placement in special education classes, placement in programs for the gifted and talented, and enrollment in postsecondary education institutions.

Evaluation Assistance Centers

SEC. 734. The Secretary shall establish, through competitive grants to institutions of higher education, at least two evaluation assistance centers. Such centers shall provide, upon the request of State or local educational agencies, technical assistance regarding methods and techniques for identifying the educational needs and competencies of limited English proficient persons and assessing the educational progress achieved through programs such as those assisted under this title. Grants made pursuant to this section shall be for a period of three years.

Research

SEC. 735. (a) The Secretary shall, through competitive contracts under this section, provide financial assistance for research and development proposals submitted by institutions of higher education, private for-profit and nonprofit organizations, State and local educational agencies, and individuals.

(b) Research activities authorized to be assisted under this section shall include—

(1) studies to determine and evaluate effective models for bilingual education programs;

(2) studies which examine the process by which individuals acquire a second language and master the subject matter skills required for grade-promotion and graduation, and which

identify effective methods for teaching English and subject matter skills within the context of a bilingual education program or special alternative instructional program to students who have language proficiencies other than English;

(3) longitudinal studies to measure the effect of this title on the education of students who have language proficiencies other than English, and the effect of this title on the capacity of local educational agencies to operate bilingual programs following the termination of assistance under this title;

(4) studies to determine effective and reliable methods for identifying students who are entitled to services under this title and for determining when their English language proficiency is sufficiently well developed to permit them to derive optimal benefits from an all-English instructional program;

(5) the operation of a clearinghouse which shall collect, analyze, and disseminate information about bilingual education and related programs;

(6) studies to determine effective methods of teaching English to adults who have language proficiencies other than English;

(7) studies to determine and evaluate effective methods of instruction for bilingual programs, taking into account language and cultural differences among students; and

(8) studies to determine effective approaches to preservice and inservice training for teachers, taking into account the language and cultural differences of their students.

(c) In carrying out the responsibilities of this section, the Secretary may delegate authority to the Director, and in any event, shall consult with the Director, the National Advisory and Coordinating Council on Bilingual Education, representatives of State and local educational agencies, and appropriate groups and organizations involved in bilingual education.

(d) The Secretary shall publish and disseminate all requests for proposals in research and development assisted under this title.

Coordination of Research

SEC. 736. Notwithstanding section 405(b)(1) of the General Education Provisions Act, the Director of the National Institute of Education shall consult with the Director and the National Advisory and Coordinating Council on Bilingual Education to insure that research activities undertaken pursuant to section 405(b)(2)(C) of the General Education Provisions Act complement and do not duplicate the activities conducted pursuant to this part.

Education Statistics

SEC. 737. (a) Notwithstanding section 406 of the General Education Provisions Act, the National Center for Education Statistics shall collect and publish, as part of its annual report on the condition of education, data for States, Puerto Rico, and the Trust Territories with respect to the population of limited English proficient persons, the special educational services and programs available to limited English proficient persons, and the availability of educational personnel qualified to provide special educational services and programs to limited English proficient persons.

(b) In carrying out its responsibilities under this section, the National Center for Education Statistics shall utilize, to the extent feasible, data submitted to the Department of Education by State and local educational agencies and institutions of higher education pursuant to the provisions of this title.

PART C—TRAINING AND TECHNICAL ASSISTANCE

Use of Funds

SEC. 741. (a) Funds available under this part shall be used for—

(1) the establishment, operation, and improvement of training programs for educational personnel preparing to participate in, or personnel participating in, the conduct of programs of bilingual education or special alternative instructional programs for limited English proficient students, which shall emphasize opportunities for career development, advancement, and lateral mobility, and may provide training to teachers, administrators, counselors, paraprofessionals, teacher aides, and parents;

(2) the training of persons to teach and counsel such persons;

(3) the encouragement of reform, innovation, and improvement in applicable education curricula in graduate education, in the structure of the academic profession, and in recruitment and retention of higher education and graduate school faculties, as related to bilingual education;

(4) the operation of short-term training institutes designed to improve the skills of participants in programs of bilingual education or special alternative instructional programs for limited English proficient students; which may include summer programs designed to improve the instructional competence of educational personnel in the languages used in the program; and

(5) the provision of inservice training and technical assistance to parents and educational personnel participating in, or preparing to participate in, bilingual education programs or special alternative instructional programs for limited English proficient students.

(b)(1) A grant or contract may be made under subsection (a)(1), (a)(2), or (a)(3) of this section upon application of an institution of higher education.

(2) A grant or contract may be made under subsection (a)(4) of this section upon application of (A) institutions of higher education (including junior colleges and community colleges) and private for-profit or nonprofit organizations which apply, after consultation with, or jointly with, one or more local educational agencies or a State educational agency; (B) local educational agencies; or (C) a State educational agency.

(3) A grant or contract may be made under subsection (a)(5) of this section upon application of (A) institutions of higher education (including junior colleges and community colleges), (B) private for-profit or nonprofit organizations, or (C) a State educational agency.

(c) An application for a grant or contract for preservice or inservice training activities described in subsection (a)(1) of this section shall be considered an application for a program of bilingual education for the purposes of section 721(e) of this title.

(d) In making a grant or contract for preservice training programs described in subsection (a)(1) of this section, the Secretary shall give preference to programs which contain coursework in—

(1) teaching English as a second language;

(2) use of a non-English language for instructional purposes;

(3) linguistics; and

(4) evaluation and assessment;

and involving parents in the educational process. Preservice training programs shall be designed to ensure that participants become proficient in English and a second language of instruction.

Multifunctional Resource Centers

SEC. 742. (a) Pursuant to subsection (a)(5) of section 741, the Secretary shall establish, through competitive grants or contracts, at least 16 multifunctional resource centers (hereafter in this section referred to as 'centers'). Grants and contracts shall be awarded with consideration given to the geographic and linguistic distribution of children of limited English proficiency.

(b) In addition to providing technical assistance and training to persons participating in or preparing to participate in bilingual education programs or special alternative instructional programs for limited English proficient students, each center shall be responsible for gathering and providing information to other centers on a particular area of bilingual education, including (but not limited to) bilingual special education, bilingual education for gifted and talented limited English proficient students, bilingual vocational education, bilingual adult education, bilingual education program administration, literacy, education technology in bilingual programs, mathematics and science education in bilingual programs, counseling limited English proficient students, and career education programs for limited English proficient students.

Fellowships

SEC. 743. (a) Pursuant to subsection (a)(2) of section 741, the Secretary is authorized to award fellowships for advanced study of bilingual education or special alternative instructional programs for limited English proficient students in such areas as teacher training, program administration, research and evaluation, and curriculum development. For the fiscal year ending September 30, 1985, not less than 500 fellowships leading to a graduate degree shall be awarded under the preceding sentence. Such fellowships shall be awarded, to the extent feasible, in proportion to the needs of various groups of individuals with limited English proficiency. In awarding fellowships, the Secretary shall give preference to individuals intending to study bilingual education or special alternative instructional programs for limited English proficient students in the following specialized areas: vocational education, adult education, gifted and talented education, special education, education technology, literacy, and mathematics and science education. The Secretary shall include information on the operation of the fellowship program in the report required under section 751(c) of this title.

(b) The Secretary shall undertake an on-going longitudinal study of the impact of recipients of such fellowships on the field of bilingual education and alternative instructional programs for students of limited English proficiency and shall, through the clearinghouse established pursuant to section 735(b)(5) of this title, disseminate research undertaken by recipients of such fellowships.

(c) Any person receiving a fellowship under this section shall agree either to repay such assistance or to work for a period equivalent to the period of time during which such person received assistance, and such work shall be in an activity related to programs and activities such as those authorized under this Act. The Secretary may waive this requirement in extraordinary circumstances.

Priority

SEC. 744. In making grants or contracts under this part, the Secretary shall give priority to eligible applicants with demonstrated competence and experience in programs and activities such as those authorized under this Act.

Stipends

SEC. 745. In the terms of any arrangement described in this part, the Secretary shall provide for the payment, to persons participating in training programs so described, of such stipends (including allowances for subsistence and other expenses for such persons and their dependents) as the Secretary may determine to be consistent with prevailing practices under comparable federally supported programs.

PART D—ADMINISTRATION

Office of Bilingual Education and Minority Languages Affairs

SEC. 751. (a) There shall be, in the Department of Education, an Office of Bilingual Education and Minority Languages Affairs (hereafter in this section referred to as the 'Office') through which the Secretary shall carry out functions relating to bilingual education.

(b)(1) The Office shall be headed by a Director of Bilingual Education and Minority Languages Affairs, appointed by the Secretary, to whom the Secretary shall delegate all delegable functions relating to bilingual education. The Director shall also be assigned responsibility for coordinating the bilingual education aspects of other programs administered by the Secretary.

(2) The Office shall be organized as the Director determines to be appropriate in order to enable the Director to carry out such functions and responsibilities effectively, except that there shall be a division, within the Office, which is exclusively responsible for the collection, aggregation, analysis, and publication of data and infor-

mation on the operation and effectiveness of programs assisted under this title.

(c) The Secretary, in consultation with the Council, shall prepare and, not later than February 1 of 1986 and 1988, shall submit to the Congress and the President a report on the condition of bilingual education in the Nation and the administration and operation of this title and of other programs for persons of limited English proficiency. Such report shall include—

(1) a national assessment of the educational needs of children and other persons with limited English proficiency and of the extent to which such needs are being met from Federal, State, and local efforts;

(2) a plan, including cost estimates, to be carried out during the five-year period beginning on such date, for extending programs of bilingual education and bilingual vocational and adult education programs to all such preschool and elementary school children and other persons of limited English proficiency, including a phased plan for the training of the necessary teachers and other educational personnel necessary for such purpose;

(3) a report on and evaluation of the activities carried out under this title during the preceding two fiscal years and the extent to which each of such activities achieves the policy set forth in section 702(a);

(4) a statement of the activities intended to be carried out during the succeeding period, including an estimate of the cost of such activities;

(5)(A) an assessment of the number of teachers and other educational personnel needed to carry out programs of bilingual education under this title and those carried out under other programs for persons of limited English proficiency;

(B) a statement describing the activities carried out thereunder designed to prepare teachers and other educational personnel for such programs; and

(C) the number of other educational personnel needed to carry out programs of bilingual education in the States; and

(6) an estimate of the number of fellowships in the field of training teachers for bilingual education which will be necessary for the two succeeding fiscal years.

(d) In order to maximize Federal efforts aimed at serving the educational needs of children of limited English proficiency, the Secretary shall coordinate and closely cooperate with other programs administered by the Department of Education, including such areas as teacher training, program content, research, and curriculum. The Secretary's report under subsection (c) shall include demonstration that such coordination has taken place.

(e) The Secretary shall ensure that the Office of Bilingual Education and Minority Languages Affairs is staffed with sufficient personnel trained, or with experience in, bilingual education to discharge effectively the provisions of this title.

National Advisory and Coordinating Council on Bilingual Education

SEC. 752. (a) Subject to part D of the General Education Provisions Act, there shall be a National Advisory and Coordinating Council on Bilingual Education composed of twenty members appointed by the Secretary, one of whom shall be designated by the Secretary as Chairman. Members of the Council shall be persons experienced in dealing with the educational problems of children and other persons who are of limited English proficiency. Five members of the Council shall be State directors of bilingual education programs, at least three of whom shall represent States with large populations of limited English proficient students. Two members of the Council shall be experienced in research on bilingual education or evaluation of bilingual education programs. One member of the Council shall be experienced in research on methods of alternative instruction for language minority students or evaluation of alternative methods of instruction for such students. One member of the council shall be a classroom teacher of demonstrated teaching abilities using bilingual methods and techniques. One member of the Council shall be a classroom teacher of demonstrated teaching abilities using alternative instructional methods and techniques. One member of the Council shall be experienced in the training of teachers for programs of bilingual education. One member of the Council shall be experienced in the training of teachers for programs of alternative instruction. Two members of the Council shall be parents of students whose language is other than English, and one member of the Council shall be an officer of a professional organization representing bilingual education personnel. The members of the Council shall be appointed in such a way as to be generally representative of the significant segments of the population of persons of limited English proficiency and the geographic areas in which they reside. Subject to section 448(b) of the General Education Provisions Act, the Council shall continue to exist until October 1, 1988.

(b) The Council shall meet at the call of the Chairman, but, notwithstanding the provisions of section 446(a) of the General Education Provisions Act, not less often than four times in each year.

(c) The Council shall advise the Secretary in the preparation of general regulations and with respect to policy matters arising in the administration and operation of this title, including the development of criteria for approval of applications and plans under this title, and in the administration and operation of other programs for persons of limited English proficiency. The Council shall prepare and, not later than March 31 of each year, submit a report to the Congress and the President on the condition of bilingual education in the Nation and on the administration and operation of this title, including those items specified in section 751(c), and the administration and operation of other programs for persons of limited English proficiency.

(d) The Secretary shall procure temporary and intermittent services of such personnel as are necessary for the conduct of the functions of the Council, in accordance with section 445 of the General Education Provisions Act, and shall make available to the Council such staff, information, and other assistance as it may require to carry out its activities effectively.

Appendix B

Evaluation, Dissemination, and Assessment Centers[11]

The centers listed on the following page provide support to bilingual education programs within designated service areas. The centers oversee the broad dissemination of appropriate materials.

Table 6. Evaluation, Dissemination, and Assessment Centers 1975-1983

Center	Languages Served
Evaluation, Dissemination, and Assessment Center Lesley College 49 Washington Avenue Cambridge, MA 02140 (617) 492-0505 Paul Liberty	Spanish, French, Portuguese
Service Area 1: Education Regions I, II, III, and IV (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont; New York, New Jersey, Puerto Rico, and Virgin Islands; Delaware, Pennsylvania, Maryland, Virginia, and the District of Columbia; Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee)	
Operating: 1975-1983	
Evaluation, Dissemination, and Assessment Center Dallas Independent School District 3700 Ross Avenue Dallas, TX 75204 (214) 742-5991 Juan D. Solís	Spanish
Service Area 2: Education Regions V, VI, VII, and VIII (Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin; Arkansas, Louisiana, New Mexico, Oklahoma, and Texas; Iowa, Kansas, Missouri, and Nebraska; Colorado, Montana, North Dakota, Utah, and Wyoming)	
Operating: 1981-1983	

Center	Languages Served
Evaluation, Dissemination, and Assessment Center California State University—Los Angeles Foundation 5151 State University Drive Los Angeles, CA 90032 (213) 224-3676 Charles F. Leyba	Spanish, Pacific and Asian Languages
Service Area 3: Education Regions IX and X (American Samoa, Arizona, California, Commonwealth of the Northern Mariana Islands, Hawaii, Guam, Nevada, and Trust Territory of the Pacific Islands; Alaska, Idaho, Oregon, and Washington)	
Operating: 1976-1983	
Dissemination and Assessment Center 7703 N. Lamar Boulevard Austin, TX 78752	Spanish
Operating: 1975-1980	

-Appendix

Membership: Council consists of seventeen members, who are Indians and Alaska natives, appointed by the President. Nominations are furnished by Indian tribes and organizations, and thus represent diverse geographic areas of the country. Members serve for terms of three years.

Staff: Lincoln White, executive director of the Council, serves as designated federal employee.

Meetings: Council meets six to fourteen times a year, at the call of the chairperson.

1374
NATIONAL COUNCIL ON INDIAN OPPORTUNITY (NCIO)
(American Indian)

History and Authority: Council was established by President Johnson in 1968 by Executive Order 11399, dated March 6, 1968, as amended by P.L. 91-125, dated November 26, 1969, and Executive Orders 11551 and 11688. It was a public advisory council of the Office of the Vice President of the United States and was terminated November 26, 1974.

Program: Council was formed to involve American Indians in the federal policy and program formulation process. The main functions of the Council were to encourage full use of federal programs to benefit the Indian populaton, adapting them where necessary to be available to Indians on reservations in a meaningful way; to encourage interagency coordination and cooperation in carryng out federal programs.

Membership: Council consisted of the Vice President of the United States, who served as chairperson; the Attorney General; the Secretaries of Agriculture, Commerce, the Interior, Labor, Health, Education and Welfare, and Housing and Urban Development; the Director of the Office of Economic Opportunity; and eight Indian leaders appointed by the President for two-year tems of office.

1375
NATIONAL INDIAN EDUCATION ADVISORY COMMITTEE
(NIEAC) (American Indian)

History and Authority: Committee was established in 1967 by a Commissioner of Indian Affairs memorandum, dated February 1967. It was a public advisory committee of the Division of Education, Bureau of Indian Affairs, Department of the Interior. Committee was terminated December 31, 1974.

Program: Committee was established to involve Indian leaders more directly in the planning of educational programs administered by the Bureau of Indian Affairs. Committee advised the Director of Education on all aspects of Indian education with the goal of improving the various Bureau educational programs.

Membership: Committee was composed of thirteen members from the various Indian tribes.

Publications and Reports: Education Dialogue Bureau of Indian Affairs, monthly.

Meetings: Committee held a National Conference on Indian School Affairs in the spring of each year.

1376
NAVAJO AND HOPI INDIAN RELOCATION COMMISSION
(American Indian)
P.O. Box KK Phone: (602) 779-2721
Flagstaff, AZ 86002
Executive Director: Stephen G. Goodrich

History and Authority: Commission was established December 22, 1974, by Section L of P.L. 93-531, as amended by P.L. 96-305, dated July 8, 1980. It is an independent commission within the executive branch of government.

Program: P.L. 93-531 provides for the final settlement of the conflicting rights and interests of the Hopi and Navajo tribes to lands lying within the Joint Use Area of the reservation established by an executive order, dated December 16, 1882, and lands lying within the reservation created by an act of June 13, 1934. Commission rendered a Report and Plan to Congress

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on April 3, 1981, in accordance with the Act. The Report and Plan was updated in June 1983 to reflect the programmatic impacts of the 1980 Amendment. P.L. 96-305 provides for the Navajo tribe to acquire 400,000 acres of BLM and private land to become part of the reservation. The Commission is working with the Tribe and Bureau of Land Management in these efforts and prepared Land Selection and Transfer Progress Reports in 1981, 1982, and 1984. Approximately 700 families have been relocated, and roughly 1,800 more families will receive benefits under the Act.

Membership: Commission consists of three members appointed by the Secretary of the Interior. Ralph A. Watkins, Jr., chairs the Commission.

Meetings: Commission meets monthly.

1377
TASK FORCE ON AMERICAN INDIAN RELIGIOUS FREEDOM

History and Authority: Task Force was established by the Secretary of the Interior as requested by President Carter, August 12, 1978. It was an interagency task force that terminated in 1979.

Program: Task Force was established to carry out the President's duties outlined in P.L. 95-341, a joint resolution on American Indian Religious Freedom; evaluate the policies and procedures of federal agencies as they affect the religious rights and cultural heritage of Native Americans (American Indians, Eskimos, Aleuts, and native Hawaiians); report to Congress on the evaluation and on any changes which were made in the administrative policies and procedures concerning Native American religious freedom; and make recommendations for legislative action.

Findings and/or Recommendations: Task Force's recommendations were based on extensive consultations with Native traditional religious leaders, federal agency representatives, and other public citizens. Task Force recommended legislative action to preserve and protect the Native traditional religions and uniform administrative procedure in each federal agency's regulations, policies, and enforcement procedures. Some specific recommendations were that since burial lands are sacred to Native Americans, appropriate parties must be contacted, including Native Americans, whenever human burials are discovered during archeological investigations on Bureau of Land Management-administered lands; some federal administrative procedures must be revised to accommodate the Native Americans's use of natural substances in their religious observances; and federal museums must review their Native Americans acquisitions and notify appropriate Native religious leaders to discuss their return, long-term loan, and/or care and handling.

Membership: Task Force comprised eleven representatives of federal agencies that are concerned with rights of Native Americans. Suzan Harjo, Special Assistant to the Assistant Secretary, Department of the Interior, chaired the Task Force.

1378
NATIONAL ADVISORY AND COORDINATING COUNCIL ON BILINGUAL EDUCATION
Office of Bilingual Education and Minority Languages Affairs Phone: (202) 245-2600
Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202
Designated Federal Employee: Paul Balach

History and Authority: Council was originally established January 2, 1968, by P.L. 90-247, the Bilingual Education Act, as the Advisory Committee on the Education of Bilingual Children; name changed to National Advisory Council on Bilingual Education by P.L. 93-380, the Education Amendments Act of 1974; changed to its present name by P.L. 98-511, the Education Amendments Act of 1984. It is a public advisory council of the Department of Education.

Program: Council advises the Secretary of Education in the preparation of general regulations and with respect to policy matters arising in the administration and operation of the Bilingual Education Act, as amended, including the development of criteria for approval of applications and plans under the Act and in the administration and operation of other programs for persons of limited English proficiency.

Membership: Council comprises twenty members, appointed by the Secretary of Education, who are experienced in dealing with the education-

Section 4

al problems of children and other persons who are of limited English proficiency, including teachers, researchers, parents of students whose language is other than English, and state directors of bilingual programs. Anthony Torres, superintendent of schools in Soukville, Illinois, was appointed by the Secretary to chair the Council.

Staff: Staff support is provided by the Secretary of Education.

Meetings: Council meets at least four times a year.

1379
NATIONAL ADVISORY COMMITTEE ON SERVICES FOR THE BLIND AND VISUALLY HANDICAPPED

History and Authority: Committee was established as a public advisory committee by 29 USC 37 and 20 USC chapter 6A and functioned within the Rehabilitation Services Administration, Social and Rehabilitation Service, Department of Health, Education and Welfare. Committee terminated October 7, 1973.

Program: Committee advised the Secretary and the Administrator, Social and Rehabilitation Service, concerning the needs and gaps in services, changing service delivery patterns, special personnel training requirements, trends in adjustment and prevocational training, effective patterns for work evaluation and employment, trends in operation of business enterprises, inter- and intradepartmental relationships in the provision of comprehensive services to the blind and visually handicapped, effective patterns in research utilization, innovative techniques for integrating service programs, and needs for legislation.

Membership: Committee consisted of seventeen members. Members were selected by the Secretary of Health, Education and Welfare from among persons knowledgeable in the fields of services for the blind and visually handicapped, state and local government, institutions of higher education, voluntary agencies, organizations of and for the blind, and consumers. Members served terms of three years.

Staff: Administrative and staff support were provided by the Director of the Office for the Blind and Visually Handicapped.

Meetings: Meetings were held semiannually at the call of the chairperson.

1380
PRESIDENT'S COMMISSION ON CAMPUS UNREST

History and Authority: Commission was established by President Nixon, June 13, 1970, by Executive Order 11536. It was a presidential advisory commission and terminated after submitting its report to the President late in 1970.

Program: Commission studied the dissent, disorder, and violence on college and university campuses, particularly the disturbances which occurred at Kent State University and Jackson State College. The study included identifying the principle causes of campus violence and the breakdown in the process of orderly expression of dissent on the campus, suggesting specific methods and procedures through which grievances could be resolved, and suggesting ways to protect both academic freedom and the right of peaceful dissent and protest.

Findings and/or Recommendations: In its final report, the Commission did not make any specific recommendations for legislative action. It did, however, offer suggestions to the President of the United States, students, universities, and law enforcement agencies on steps to be taken to alleviate the dangers of violence and disorder and to avoid future tragedies on college and university campuses. Commission urged the President to exercise his reconciling moral leadership to prevent violence and create understanding and to renew the national commitment to full social justice. Commission also recommended that financial aid for black colleges and universities be greatly increased, that peace officers be trained and equipped to deal with campus disorders firmly, justly, and humanely, that local communities improve their capacity to respond to civil disorders, that National Guardsmen receive more training in controlling civil disturbances, that the universities improve their capability for responding effectively to disorder and that there be an open forum where speakers of every point of view can be heard, that students accept the responsibility of presenting their ideas in a reasonable manner, and that they protect the right of all speakers to be heard.

Membership: Commission consisted of nine members appointed by the President. William W. Scranton, former governor of Pennsylvania, chaired the Commission. Other members were James F. Ahern, chief of police, New Haven, Connecticut; Erwin D. Canham, editor-in-chief, Christian Science Monitor; James E. Cheek, president, Howard University; Lt.Gen. Benjamin O. Davis, USAF (ret.); Martha A. Derthick, associate professor, Boston College; Bayless Manning, dean, School of Law, Stanford University; Revius O. Ortique, Jr., attorney; an Joseph Rhodes, Jr., Junior Fellow, Harvard University.

Staff: The President designated William Matthew Byrne, Jr., to serve as executive director.

Remarks: Commission was popularly known as the Scranton Commission, named for the chairperson.

1381
ADVISORY BOARD ON CHILD ABUSE AND NEGLECT
National Center on Child Abuse and Neglect
Children's Bureau
Administration for Children, Youth and Families
Office of Human Development Services, HHS
Washington, DC 20013
Phone: (202) 245-2840
Designated Federal Employee: Arlene Taylor

History and Authority: Board was established by P.L. 93-247, the Child Abuse Prevention and Treatment Act, dated January 31, 1974. It is a public advisory board of the Children's Bureau, Administration for Children, Youth and Families, Department of Health and Human Services.

Program: Board assists the Secretary of Health and Human Services in coordinating programs and activities related to child abuse and in developing federal standards for programs and projects in the field of prevention and treatment of child abuse and neglect.

Membership: Board is composed of nineteen members representative of federal agencies and departments and seven members of the general public. The Commissioner for Children, Youth and Families chairs the Board.

Staff: Arlene Taylor, Social Science Program Specialist, National Center on Child Abuse and Neglect, serves as designated federal employee.

Meetings: Board meets approximately three times a year.

1382
COMMUNITY COORDINATED CHILD-CARE STANDING INTERAGENCY COMMITTEE

Interagency committee under the sponsorship of the Department of Labor; listed in Executive Branch Committees: A Numerical Summary and Alphabetical listing, prepared by the Office of Management and Budget, December 16, 1971.

1383
SUBGROUP ON REVISION OF DAY CARE REQUIREMENTS (Child Care)

Subgroup functioned within the jurisdiction of the Department of Health, Education and Welfare and was terminated June 19, 1972.

1384
CHILD AND FAMILY DEVELOPMENT RESEARCH REVIEW COMMITTEE

History and Authority: Committee was established November 22, 1971, by the Secretary of Health, Education and Welfare. It was a public advisory committee of the Research and Evaluation Division, Office of Child Development, Department of Health and Human Services, and was terminated February 1, 1980.

Appendix D[13]

ERIC CLEARINGHOUSE ON LANGUAGES AND LINGUISTICS (CLL)

Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037
(202) 429-9551

OPERATING ORGANIZATION: Center for Applied Linguistics

SPONSORING AGENCY: Office of Educational Research and Improvement/U.S. Dept. of Ed.

PURPOSE: ERIC/CLL is responsible for the collection and dissemination of information in the general areas of research and application in languages, linguistics, and language teaching and learning.

TARGET CLIENTELE: Teachers, bilingual specialists, school administrators, information specialists, researchers, students, and parents

SERVICE AVAILABILITY: Unrestricted

PUBLICATIONS: In-house publications include:

- Selective bibliographies
- "Language in Education: Theory in Practice", collection of practical guides for classroom teachers, state-of-the-art papers, topical discussions, and annotated bibliographies published 10 times a year
- "ERIC/CLL News Bulletin", published twice a year

Publications not produced in-house are:

- Resources in Education (RIE), a monthly index with complete bibliographic information, source, and medium-length abstracts of documents processed by ERIC (available in many libraries and from the U.S. Government Printing Office)
- Current Index to Journals in Education (CIJE), a monthly index of relevant articles published in professional journals (available in many libraries or by subscription from Oryx Press in Phoenix, AZ)

SERVICES:
- o Response to information inquiries
- o Workshops at professional meetings
- o Computerized searches of ERIC database

FEES: Most services are free; fees are charged for computer searches and some publications

MATERIALS COLLECTED:
- o Papers
- o Reports
- o Monographs
- o Journal articles

ACQUISITION ACTIVITIES: ERIC/CLL collects and disseminates information in the areas of foreign language education, psycholinguistics and psychology of language learning, theoretical and applied linguistics, bilingualism and bilingual education, English as a second/foreign language, and uncommonly taught languages. Materials considered for processing into ERIC are reviewed by professional subject matter specialists, who accept only those of significant quality and relevance to the field. Subject specialists are encouraged to submit papers, reports, and monographs for possible inclusion in the collection.

NUMBER OF HOLDINGS: The collection contains approximately 60 journals, and the ERIC microfiche collection.

STORAGE MEDIA: Holdings are stored on microfiche; access tool is in computer-readable form.

YEAR FOUNDED: 1966

NATIONAL CLEARINGHOUSE FOR BILINGUAL EDUCATION (NCBE)

COMSIS Corporation
11501 Georgia Avenue, Suite 102
Wheaton, MD 20902
(301) 933-9448
(800) 647-0123

OPERATING ORGANIZATION: COMSIS Corporation

SPONSORING AGENCY: Office of Bilingual Education and Minority Languages and Affairs/U.S. Office of Education/DHEW

PURPOSE: The Clearinghouse was established to provide direct services to bilingual educators through its research, reference, and referral section; to develop and make available timely information products to consumers interested in bilingual education; to establish a computerized database to ensure effective retrieval, processing, and dissemination of information related to bilingual education; to coordinate information gathering and processing among bilingual education programs; and to support field operations by providing technical assistance to Bilingual Education Service Centers (BESCs -- Title VII).

TARGET CLIENTELE: Teachers, students, project directors, administrators, researchers, and anyone else who has an interest in bilingual education

SERVICE AVAILABILITY: Unrestricted

PUBLICATIONS:
- Commissioned papers on critical topics
- "FORUM", monthly newsletter
- Guide to government agency programs
- Listing of sources of materials for minority languages

SERVICES:
- Copies of documents in collection
- Hot line
- Referral services

- Online bibliographic computer searches of its computerized files and the ERIC database, Dissertation Abstracts, Psychological Abstracts, and others
- Technical assistance
- Conference presentations

FEES: Publications and services are provided free or at minimum cost.

MATERIALS COLLECTED:

- Studies
- Publications
- Conference papers
- Directories
- Manuscripts

ACQUISITION ACTIVITIES: NCBE identifies and acquires information from Title VII projects, professional organizations, Federal government projects, researchers currently involved in projects, consultants, bilingual educators at State education agencies, Congressional representatives and committees, administrators, teachers and other practitioners in bilingual education, publishers of instructional material for minority language groups, and government agencies which provide services and funds of interest to minority language groups.

NUMBER OF HOLDINGS: The collection includes 3,500 documents.

STORAGE MEDIA: Holdings are on microfiche; access tool is in computer-readable form.

YEAR FOUNDED: 1977

Appendix E

Sources of Bibliographies Pertinent to Bilingual Education[14]

Following is an excerpt from the Dictionary Catalog of Official Publications of the State of New York.

The bibliographies pertinent to the topic are highlighted. Of particular interest to users might be the annotated bibliography of audio-visual aids.

These bibliographies, while not immediately available at Syracuse University's Bird Library, may be obtained through interlibrary loan or by writing directly to:

The New York State Library
Cultural Education Center
Albany, New York 12230.

Appendix E

THE NEW YORK STATE LIBRARY

41, [8], 16 leaves ; OCL 9400809
[STA, 474-4, NEWDE, 83-70889]
[2 Copies in D]

EDUCATION AND STATE - NEW YORK (N. Y.).
University of the State of New York. A report of the Regents on the City University of New York /. [[Albany] 1975. 2 pts. in 1 ;
OCL 2294181
[UNI, 068-4, REPRC, 76-6998]
[3 Copies in D]

EDUCATION AND STATE - NEW YORK (STATE)
New York (State). Division of Audits and Accounts. Administrative and operating practices of the State Education Department Boards of Cooperative Educational Services (BOCES) program, September 30, 1977. [Albany] , 1978. 4, 41, 10 leaves ;
OCL 4584445
[AUD, 200-4, BOACE, 1977, 79-70122]
[2 Copies in D]

New York (State) Division of Federal Education Opportunity Programs. Elementary and secondary education act, Title I . Albany , 1978. iv, 39 p. ; OCL 3955953
[EDU, 660-4, ELESE, 78-70645]
[3 Copies in D]

New York (State) Governor's Advisory Panel of Consultants. Educational finance and the New York State real property tax . [Albany] , 1976. vi, 30 p. : OCL 2223992
[GOV, 175.8-4, EDUFN, 76-6819]
[4 Copies in D]

New York (State) Governor's Task Force on Aid to Education. Report to Governor Hugh L. Carey /. New York , 1975. 2 v. in 1. :
OCL 1693041
[GOV, 912.5-1, 1975, 75-13982]
[3 Copies in D]

New York (State). Office of Elementary, Secondary and Continuing Education. Division of ESC General Program Planning. Manual for project applicants, programs for innovation in education . Albany , 1975. 82 p. in various pagings ; OCL 4412568
[EDU, 617-4, MANPA, 78-71607]
[Copy in D]

New York State School Finance Law Study Project. New York State School Finance Law Study Project 842, Public law 93-380. [Albany] 1978. 8 v. : OCL 4576704
[SCH, 240-4, NEWYS, 79-70065]
[4 Copies in D]

New York (State). Special Task Force on Equity and Excellence in Education. The report and recommendations of the New York State Special Task Force on Equity and Excellence in Education. [New York , 1982] 3 v. ;
OCL 8164926
[EDU, 732-1, 1982, 82-70275]
[3 Copies in D]

New York (State). Special Task Force on Equity and Excellence in Education. Research findings and policy alternatives . [New York] [1980]. xi, 169 p. : OCL 6758156
[EDU, 732-4, RESFF, 80-71566]
[3 Copies in D]

New York (State). Special Task Force on Equity and Excellence in Education. Research findings and policy alternatives . [New York] [1980]. 21 p. ; OCL 6907056
[EDU, 732-4, RESFF, 80-71566, 1980b]
[3 Copies in D]

New York (State). Special Task Force on Equity and Excellence in Education. The search for equity . [New York] , 1979. 64 p. ;
OCL 5275505
[EDU, 732-4, SEAEI, 79-71078]
[3 Copies in D]

New York (State). State Commission on the Quality, Cost, and Financing of Elementary and Secondary Education. Consultants' reports. [Albany, 1970-72] 87 v. in 19. OCL 2368030
[EDU, 410-4, CONRE, 73-11443]
[2 Copies in D]

New York (State) University. Office for Program Analysis and Evaluation. A study of ESEA Title I in selected school districts in New York State /. Albany , 1977. 38, [9] p. ;
OCL 3394057
[UNI, 634-4, STUET, 77-84899]
[3 Copies in D]

New York (State) University. Regents' Inquiry into the Character and Cost of Public Education in the State of New York. A home rule method of improving school district organization /. [Albany] , 1938. 18 leaves :
OCL 2690515
[UNI, 766-4, HOMRM, 76-11962]
[Copy in D]

Polley, John W. Memorandum regarding regional property taxation. [Albany, Office of Educational Finance and Management Services, NewYork State Education Department, 19707] 9 p. ; OCL 2276712
[EDU, 810-4, MEMRR, 76-6540]
[3 Copies in D]

University of the State of New York. Culture and education . Albany , 1973. 20 p. ;
OCL 4865344
[UNI, 068-4, CULES, 79-70456]
[3 Copies in D]

University of the State of New York. Educational services . Albany , 1976. 16 p.
OCL 2349329
[UNI, 068-4, EDUSS, 76-7886]
[3 Copies in D]

University of the State of New York. Youth education and employment, a comprehensive approach . Albany [1982] v, 25 p. :
OCL 8871606
[UNI, 068-4, YOUEE, 82-71986]
[3 Copies in D]

University of the State of New York. Office of Elementary, Secondary, and Continuing Education. New York State Education Department services to elementary, secondary and continuing education. Albany, 1974. ix, 88 p. OCL 1198136
[EDU, 615-4, NEWYS, 75-2182]
[2 Copies in D]

EDUCATION, ART. see ART - STUDY AND TEACHING.

Education beyond high school. University of the State of New York. Albany, 1972. xvii, 454 p.
OCL 382303
[UNI, 068-4, EDUBH, 1550169, 1972a]
[2 Copies in D]

EDUCATION, BILINGUAL - AUDIO-VISUAL AIDS - BIBLIOGRAPHY.
University of the State of New York. Bureau of Bilingual Education. An annotated bibliography of audiovisual materials for bilingual programs /. Albany , 1982. v, 70 p. ; OCL 8835180
[EDU, 142-4, ANNBA, 82-71922]
[3 Copies in D]

EDUCATION, BILINGUAL - CURRICULA - BIBLIOGRAPHY.
University of the State of New York. Bureau of Bilingual Education. An annotated bibliography of curriculum materials for Spanish bilingual programs /. Albany , 1982. v, 187 p. ;
OCL 8854951
[EDU, 142-4, ANNBC, 82-71925]
[3 Copies in D]

EDUCATION, BILINGUAL - NEW YORK (STATE)
New York (State). Legislature. Assembly. Standing Committee on Education. Subcommittee on Bilingual-Bicultural Education. First preliminary report of the Sub-Committee on Bilingual-Bicultural Education. [Albany] 1978. 137 p. : OCL 5365975
[LEG, 562.83-1, 10/1/78, 80-71089]
[3 Copies in D]

University of the State of New York. Division of Continuing Education. Adult Education Act, P.L. 91-230 as amended, state plan, New York, 1983-85 /. Albany, [1981] 2 pts. ;
OCL 8077293
[EDU, 458-4, ADUEA, 82-70119]
[2 Copies in D]

EDUCATION, BILINGUAL - NEW YORK (STATE) - EVALUATION.
Argyros, Nicholas. Evaluative aspects of bilingual programs, a general guide /. Albany [1979]. v, 27 p. : OCL 5925317
[SCH, 925-4, EVAAB, 80-70121]
[3 Copies in D]

EDUCATION, BILINGUAL - NEW YORK (STATE) - STATISTICS.
University of the State of New York. Information Center on Education. Summary report on postsecondary bilingual and bi-cultural education by sector, New York State, final report. Albany , 1979. 18, [8] leaves ; OCL 5349843
[UNI, 810-4, SUMRP, 79-71216]
[Copy in D]

EDUCATION, BILINGUAL - UNITED STATES.
Bernbaum, Marcia. Early childhood programs for non-English-speaking children . Albany , 1972. 65, [1] p. ; OCL 4245805
[EDU, 460-4, EARCP, 78-71366]
[2 Copies in D]

United States Commission on Civil Rights A better chance to learn: bilingual-bicultural education /. Albany , 1976. 254 p. ;
OCL 2652090
[EDU, 750-4, BETCL, 76-12590]
[3 Copies in D]

University of the State of New York. Bureau of Bilingual Education. Teaching English as a second language . Albany , 1978. 6 pts. in 1 :
OCL 5279116
[EDU, 142-4, TEAES, 79-71085]
[3 Copies in D]

EDUCATION, BUSINESS. see BUSINESS EDUCATION.

Education Center, Mid-Hudson Regional. see Mid-Hudson Regional Education Center.

EDUCATION - COLLECTIVE LABOR AGREEMENTS. see COLLECTIVE LABOR AGREEMENTS - EDUCATION.

Education Commission of the States. Research Brief.
Ross, Doris M. 1972 legislation and achievements: year-round schools and attendance. Denver, 1973. iv, 22 p.
OCL 1685569
[344.0792, qR823, 74-12476]
[Copy in C]

EDUCATION, COMPARATIVE. see COMPARATIVE EDUCATION.

EDUCATION, COMPENSATORY. see COMPENSATORY EDUCATION.

EDUCATION, COMPULSORY - NEW YORK (STATE)
University of the State of New York. Minimum requirements for schools in New York State. Albany , 1976. iv, 33 p. ; OCL 2294168
[UNI, 068-4, MINRS, 1550892, 1976]
[3 Copies in D]

University of the State of New York. Minimum requirements for schools in New York State. Albany , 1978. iv, 33 p. ; OCL 4749472
[UNI, 068-4, MINRS, 1550892, 1978]
[3 Copies in D]

University of the State of New York. Minimum requirements for schools in New York State /. Albany [1980] v, 33 p. ; OCL 7920752
[UNI, 068-4, MINRS, 1550892, 1980]
[3 Copies in D]

University of the State of New York. A statement relating to the minimum requirements for schools in New York State as contained in the Education law, rules of the Board of Regents and regulations of the Commissioner of Education. /. Albany , 1970. 14 p. ;
OCL 3950605
[UNI, 068-4, STARM, 78-70696]
[2 Copies in D]

EDUCATION - COMPUTER-ASSISTED INSTRUCTION.
New York (State) State University, Buffalo. Faculty of Educational Studies. Center for Curriculum Planning. Computer-based curriculum planning /. Buffalo [1974] 25, [5] p. ; OCL 3408095
[STA, 502-4, COMBC, 77-54871]
[Copy in D]

EDUCATION, COOPERATIVE. Here are entered works dealing with the plan of instruction under which students spend alternating periods in school and in a practical occupation.

End Notes

1 Joe Morehead, Introduction to United States Public Documents, 3rd ed. (Littleton, Colorado: Libraries Unlimited, Inc., 1983), p. 36.

2 William A. Katz, Introduction to Reference Work, v. 1 (New York: McGraw-Hill Book Company, 1982), p. 353.

3 Katz, pp. 353-354.

4 "Bilingual Education," Academic American Encyclopedia, v. 3 (Danbury, Connecticut: Grolier, Inc., 1983), p. 251.

5 Wallace E. Lambert and others, Faces and Facets of Bilingualism (Washington, D.C.: Center for Applied Linguistics, 1981) (Bilingual Education Series 10), p. 13.

6 Comptroller General of the United States, Bilingual Education, An Unmet Need: Office of Education Report to the Congress (Washington, D.C.: GAO, 1976), p. 55.

7 Lambert, Faces and Facets, Introduction, p. v.

8 Lambert, pp. 20-21.

9 Morehead, Introduction to United States Public Documents, 3rd ed., p. 148.

10 Colman B. Stein, Jr., The 1984 Bilingual Education Act: With an Overview (Rosslyn, Virginia: InterAmerica Research Associates, Inc., National Clearinghouse for Bilingual Education, 1985), pp. 15-24.

11 Guide to Title VII, compiling editor Johanna Z. Provenzano (Rosslyn, Virginia: InterAmerica Research Associates, Inc., National Clearinghouse for Bilingual Education, 1984), pp. 70-71.

12 Encyclopedia of Governmental Organizations: 1986-87, 5th ed., edited by Denise M. Allard (Detroit, Michigan: Gale Research Company, 1985), pp. 255-256.

13 Catalog of Human Services Information Resource Organization 15 (October 1980), Applied Management Sciences, Inc. and Cuadra Associates, Inc. (Washington, D.C.: GPO, 1980) (Human Services Monograph Series), pp. 103-104, 193-194.

14 Dictionary Catalog of Official Publications of the State of New York, v. 1, A-E (Albany: New York State Library, December 18, 1973 to December 23, 1983), p. 248.

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*"Bilingual Education." Academic American Encyclopedia. v. 3. Danbury, Connecticut: Grolier, Inc., 1983.

Catalog of Human Services Information Resource Organization 15 (October 1980). Applied Management Sciences, Inc. and Cuadra Associates, Inc. Washington, D.C.: GPO, 1980. (Human Services Monograph Series)

Comptroller General of the United States. Bilingual Education, An Unmet Need: Office of Education Report to the Congress. Washington, D.C.: GAO, 1976.

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*Encyclopedia of Governmental Advisory Organizations: 1986-87. 5th ed. Edited by Denise M. Allard. Detroit, Michigan: Gale Research Company, 1985.

*Garner, Diane L. and Diane H. Smith. The Complete Guide to Citing Government Documents. Bethesda, Maryland: Congressional Information Service, Inc., 1984.

*Guide to Title VII. Compiling editor Johanna Z. Provenzano. Rosslyn, Virginia: InterAmerica Research Associates, Inc., National Clearinghouse for Bilingual Education, 1984.

*Katz, William A. Introduction to Reference Work. v. 1. New York: McGraw-Hill Book Company, 1982.

*Lambert, Wallace E. and others. Faces and Facets of Bilingualism. Washington, D.C.: Center for Applied Linguistics, 1981. (Bilingual Education Series 10)

*Morehead, Joe. Introduction to United States Public Documents. 3rd ed. Littleton, Colorado: Libraries Unlimited, Inc., 1983.

*Stein, Colman B., Jr. The 1984 Bilingual Education Act: With an Overview. Rosslyn, Virginia: InterAmerica Research Associates, Inc., National Clearinghouse for Bilingual Education, 1985.